

# Teaching Statement

Lissa Andrea De Mesa

Extended teaching statement, courses taught, and student evaluations: [lissandrea.com](http://lissandrea.com)

My interest in economics began with my curiosity about the economic issues I encountered in the news growing up in the Philippines. Hearing about inflation, GDP, and unemployment made me want to understand what these measures meant and how economic changes affected people's everyday lives. My professors deepened this interest by showing me that economics is not simply a collection of concepts and models, but a way of understanding the choices people make and the forces that shape our lives. Their ability to make complex ideas intuitive and relevant has strongly influenced my approach to teaching. As an instructor, I strive to make economics approachable by starting with intuition and familiar, real-world examples before introducing formal concepts. I hope to instill in my students the same curiosity and appreciation for economics and help them see it as a way of making sense of the world around them.

At Texas Tech University, I was selected through a competitive process from the Ph.D. candidate pool to serve as the Instructor for Principles of Economics, including classes of more than 100 students. I was also a teaching assistant for undergraduate and graduate econometrics and Principles of Economics. We also have departmental teaching workshops designed to demonstrate and strengthen instructional effectiveness, where I received feedback from faculty and fellow instructors. These experiences have strengthened my ability to explain economic ideas in different ways and adapt my teaching to students with different levels of preparation. Student evaluations frequently highlight my clear explanations, relevant real-world examples, steady pacing, and efforts to make difficult material accessible and engaging.

When introducing demand, for example, I begin with students' own purchasing decisions before developing the demand curve and the reasoning behind it. I also incorporate small-group activities, giving students opportunities to work through economic ideas together. Because students learn at different paces and in different ways, I regularly check their understanding, encourage questions, and make myself available outside class when additional guidance is needed. In the classroom, I use familiar examples, graphs, and brief reviews to make economic relationships easier to understand.

My interest in international economics also shapes my teaching. I use current events, examples from different countries, and insights from my own research to show students how economic concepts operate beyond the textbook. These examples help students connect individual decisions and market behavior to broader economic outcomes and recognize how developments in one country can affect others. I want students to understand not only how an economic model works, but also why economists use it and what it can tell us about the world.

My teaching experience has prepared me to contribute across the economics curriculum. I am comfortable teaching Principles of Economics and am interested in teaching macroeconomics, international and trade economics, and other courses that fit departmental needs. I would bring experience managing large introductory classes, supporting students in quantitatively demanding courses, and connecting economic theory with current events and empirical research. Regardless of the course, my goal is to help students develop economic intuition rather than simply memorize results, build confidence in analyzing economic questions, and apply economic reasoning beyond the classroom.